



**Connecticut State
Early Learning Standards
Alignment to Starfall**

Cognition

Strand A: Early learning experiences will support children to develop effective approaches to learning.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Curiosity and Initiative C.60.1 Investigate ways to make something happen</p>	<p>Teacher’s Guide p. 441 - Dramatic Play Center Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 476 - Estimate Rolling Speed</p>
<p>Engagement with Environment, People and Objects C.60.2 Express interest in learning about a specific topic over time</p>	<p>Teacher’s Guide p. 104 - Discovery Center Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 263 - Weather: Cause and Effect Teacher’s Guide p. 266 - “Will the Wind Blow?” Teacher’s Guide p. 473 - Big Machines</p>
<p>Engagement with Environment, People and Objects C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 127 - Construction Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 325 - Construction Center Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn”</p>
<p>Eagerness to Learn C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 102 - Art Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 464 - Art Center Teacher’s Guide p. 515 - Things We Can Do</p>
<p>Cooperation with Peers in Learning Experiences C.60.5 Plan and complete learning activity with a peer</p>	<p>Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 465 - Dramatic Play Center</p>

	Teacher's Guide p. 487 - Dramatic Play Center
Cooperation with Peers in Learning Experiences C.60.6 Model or teach peers how to use materials or complete a task	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 192 - Gathering Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 415 - Dramatic Play

Strand B: Early learning experiences will support children to use logic and reasoning.

Connecticut Standards	Starfall Pre K 4 Alignment
Cause and Effect C.60.7 Try multiple uses of same materials and observe differing results	Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 442 - Discovery Center Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 476 - Estimate Rolling Speed
Attributes, Sorting and Patterns C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	Teacher's Guide Seasonal Holidays - p. 33 - Diversity Sheet Teacher's Guide Seasonal Holidays - p. 33 - Different Eggs Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 88 - Eye Color Graph
Attributes, Sorting and Patterns C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	Teacher's Guide p. 36 - Gathering Teacher's Guide p. 61 - Warm Up Your Brain (note) Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 102 - Computer Center Teacher's Guide p. 119 - Gathering
Attributes, Sorting and Patterns C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...")	Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide pp. 241-242 - Safety: Review <i>Fire Safety</i> , and <i>Introduce Strangers</i> Teacher's Guide p. 327 - Pets
Problem Solving C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	Teacher's Guide p. 109 - "Did the Little Red Hen Do the Right Thing?" Teacher's Guide p. 128 - Math Center Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 203 - Dramatic Play
Symbolic Representation	Teacher's Guide p. 113 - <i>Here We Go Round the</i>

<p>C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)</p>	<p><i>Mulberry Bush</i> Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 443 - <i>Cathy's Hammers</i> Teacher's Guide p. 473 - <i>Big Machines</i> Teacher's Guide p. 499 - <i>Plane Ride</i></p>
<p>Symbolic Representation C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.</p>	<p>Teacher's Guide p. 127 - Dramatic Play (bakery) Teacher's Guide p. 151 - Dramatic Play (household) Teacher's Guide p. 203 - Dramatic Play (grocery store) Teacher's Guide p. 299 - Dramatic Play (space shuttle) Teacher's Guide p. 325 - Dramatic Play (veterinarian's office)</p>
<p>Symbolic Representation C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).</p>	<p>Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 298 - Art Center Teacher's Guide p. 325 - Construction Center Teacher's Guide p. 414 - Art Center Teacher's Guide p. 426 - Create Dinosaur Skeletons</p>

Strand C: Early learning experiences will support children to strengthen executive function.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Choosing and Planning C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan</p>	<p>Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 107 - How Does the Little Red Hen Feel? Teacher's Guide p. 109 - "Did Little Red Hen Do the Right Thing?" Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 187-188 - What Would You Do?</p>
<p>Task Persistence C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration</p>	<p>Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 276 - Art Center Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Teacher's Guide p. 426 - Create Dinosaur Skeletons</p>
<p>Cognitive Flexibility C.60.17 Generate or seek out multiple solutions to a problem</p>	<p>Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 465 - Construction Center Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 488 - Discovery Center</p>
<p>Working Memory LR.60.18 Hold in mind the topic of group</p>	<p>Teacher's Guide p. 111 - My Family Teacher's Guide pp. 187-188 - What Would You Do?</p>

discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”)	Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i>
Regulation of Attention and Impulses C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 396 - Play “High or Low” Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 480 - Review Letters and ASL
Regulation of Attention and Impulses C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 165 - Partner Sharing: Community Helpers Teacher’s Guide p. 195 - Use Your Senses: What’s In the Bag? Teacher’s Guide p. 259 - <i>Who, What, When, Where, Why, and How</i> Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide - Gathering (daily)

Social and Emotional Development

Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.

Connecticut Standards	Starfall Pre K 4 Alignment
Trusting Relationships SE.60.1 Seek help and approval from a wider array of adults in trusted roles	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher’s Guide p. 50 - Computer Center Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 204 - Writing Center Teacher’s Guide - Exploration (daily) Teacher’s Guide - Learning Centers (daily)
Managing Separation SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends’ caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult	Teacher’s Guide p. 152 - Discovery Center Teacher’s Guide p. 180 - Discovery Center Teacher’s Guide p. 307 - The Stars Teacher’s Guide p. 325 - Construction Center Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 441 - Construction Center

	Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)
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Strand B: Early learning experiences will support children to develop self-regulation.

Connecticut Standards	Starfall Pre K 4 Alignment
Regulation of Emotions and Behavior SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	Teacher's Guide p. 127 - Dramatic Play Teacher's Guide p. 187 - What Would You Do? Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activities (daily)
Regulation of Emotions and Behavior SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	Teacher's Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 67 - Friends Teacher's Guide p. 109 - "Did the Little Red Hen Do the Right Thing?" Teacher's Guide p. 114 - Little Red Hen Makes Pancakes (partner share) Teacher's Guide pp. 397-398 - Ways People Feel
Regulation of Impulses and Behavior SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	Teacher's Guide p. 396 - Play "High" or "Low" Teacher Guide p. 431 - Recognizing letters: My Turn, Your Turn" Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activities (daily)
Regulation of Impulses and Behavior SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	Teacher's Guide Seasonal Holidays p. 5 - <i>The Listening Walk</i> Teacher's Guide p. 226 - Art Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)
Regulation of Impulses and Behavior SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	Teacher's Guide Seasonal Holidays p. 5 - <i>The Listening Walk</i> Teacher's Guide p. 185 - Senses Walk Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Gathering (daily)

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Emotional Expression SE.60.8 Describe emotions and feelings to trusted adults and peers</p>	<p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher’s Guide p. 67 - Friends Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel</p>
<p>Recognition and Response to Emotions in Others SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness)</p>	<p>Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher’s Guide p. 67 - Friends Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Outside Activities (daily)</p>
<p>Recognition and Response to Emotions in Others E.60.10 Begin to understand that different people may have different emotional reactions</p>	<p>Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel</p>

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Sense of self SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)</p>	<p>Teacher’s Guide p. 14 - “We’re Happy” Class Book Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 313 - Pre-K Book Club</p>
<p>Personal Preferences SE.60.12 Describe self by referring to preferences, thoughts and feelings</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 187 - What Would You Do? Teacher’s Guide p. 313 - Pre-K Book Club</p>
<p>Self-Concept and Competency SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting</p>	<p>Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher’s Guide p. 309 - Measure Rockets</p>

new tasks and making decisions regarding activities and materials	Teacher's Guide p. 420 - Dinosaur Names Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 473 - Big Machines
Self-Concept and Competency SE.60.14 Show pride in accomplishments and abilities	Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 369 - Construction Center Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 464 - Art Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide - Learning Centers (daily)

Strand E: Early learning experiences will support children to develop social relationships.

Connecticut Standards	Starfall Pre K 4 Alignment
Adult Relationships(see note below) SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 579 - Dramatic Play Center Teacher's Guide - Gathering (daily)
Play/ Friendship SE.60.16 Cooperate with peers through sharing and taking turns	Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 313 - Pre-K Book Club Teacher Guide p. 431 - Recognizing letters: My Turn, Your Turn"
Play/ Friendship SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	Teacher's Guide p. 57 - Warm Up Your Brain (Friendship Circle) Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 67 - Friends Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 226 - Computer Center
Play/ Friendship SE.60.18 Seek help from peers and offer assistance when it is appropriate	Teacher's Guide p. 150 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide pp. 403-404 - Introduce <i>Dolphins Are Not Fish!</i> (partner share) Teacher's Guide p. 420 - Dinosaur Names (classmates assist) Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn"
Conflict Resolution SE.60.19 Engage in developing solutions and work to resolve conflict with peers	Teacher's Guide p. 114 - The Little Red Hen Makes Pancakes Teacher's Guide p. 187 - What Would You Do?

	Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 324 - Art Center Teacher's Guide p. 347 - Construction Center
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Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

Physical Development and Health

Strand A: Early learning experiences will support children to develop gross motor skills.

Connecticut Standards	Starfall Pre K 4 Alignment
Mobility PH.60.1 Alternate direction while running and stop easily without losing balance	Teacher's Guide Seasonal Holidays p. 12 - Apple Relay Teacher's Guide Seasonal Holidays p. 47 - Recycle Relay Teacher's Guide p. 47 - Outside Activity Teacher's Guide p. 251 - Outside Activity Teacher's Guide p. 273 - Outside Activity
Large Muscle Movement and Coordination PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide Seasonal Holidays p. 23 - Indoor Ice-skating Teacher's Guide p. 212 - Warm Up Your Brain Teacher's Guide p. 257 - Warm Up Your Brain Teacher's Guide p. 559 - Warm Up Your Brain

Strand B: Early learning experiences will support children to develop fine motor skills.

Connecticut Standards	Starfall Pre K 4 Alignment
Visual Motor Integration PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	Teacher's Guide p. 76 - Art Center Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 426 - Create Dinosaur Skeletons Teacher's Guide p. 440 - Art Center Teacher's Guide - Writing Center (daily) Teacher's Guide - Art Center (daily)
Small Muscle Movement and Coordination PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write	Teacher's Guide p. 179 - Writing Center Teacher's Guide p. 194 - Create a Class Nursery Rhyme Book

own name since these are most familiar)	Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 325 - Writing Center Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 416 - Writing Center
Small Muscle Movement and Coordination PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 414 - Art Center Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 514 - Math Center Teacher's Guide - Writing Center (daily)

Strand C: Early learning experiences will support children to acquire adaptive skills. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.

Connecticut Standards	Starfall Pre K 4 Alignment
Feeding Routines/ Nutrition PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	Teacher's Guide Seasonal Holidays p. 13 - Ants on an Apple Teacher's Guide Seasonal Holidays p. 25 - Snowman Face Snack Teacher's Guide Seasonal Holidays p. 32 - Edible Valentines Teacher's Guide p. 5 - Snack Suggestion Teacher's Guide p. 36 - Traffic Light Snack
Safety and Responsibility PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	Teacher's Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 237 - Safety: <i>Tub and Shower and At the Pool</i> Teacher's Guide p. 241 - Safety: <i>Fire Safety</i> , and <i>Introduce Strangers</i> Teacher's Guide p. 244 - Review Safety
Dressing and Hygiene PH.60.8 Typically manage own dressing, toileting and basic hygiene	Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 277 - Dramatic Play Teacher's Guide p. 416 - Discovery Center Teacher's Guide - Snack Time (daily) Teacher's Guide - Learning Centers (daily)

Strand D: Early learning experiences will support children to maintain physical health status and well-being. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.

Connecticut Standards	Starfall Pre K 4 Alignment
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<p>Physical Activity PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day</p>	<p>Teacher's Guide p. 73 - Outside Activity Teacher's Guide p. 233 - Warm Up Your Brain Teacher's Guide p. 273 - Outside Activity Teacher's Guide p. 427 - Warm Up Your Brain Teacher's Guide p. 461 - Rolling Relays Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide - Outside Activity (daily)</p>
<p>Healthy Behaviors PH.60.10 Identify healthy practices including hygiene, nutrition and sleep</p>	<p>Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide p. 204 - Writing Center Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - Healthy Foods Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain Teacher's Guide p. 229 - Safety: Inside School and On the Playground Teacher's Guide p. 233 - Safety: Taking a Walk, In a Car, and Wheels, Wheels, Wheels Teacher's Guide p. 237 - Safety: Tub and Shower and At the Pool Teacher's Guide pp. 241-242 - Safety: Fire Safety, and Introduce Strangers Teacher's Guide p. 243 - Safety Teacher's Guide p. 244 - Review Safety Teacher's Guide p. 269 - Warm Up Your Brain Teacher's Guide p. 284 - Pajama Day Rhymes Teacher's Guide p. 491 - Transportation Teacher's Guide p. 546 - Fruits and Vegetables</p>

Language and Literacy

Strand A: Early learning experiences will support children to understand language (receptive language).

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Word Comprehension L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts</p>	<p>Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 131 - Introduce <i>Stone Soup</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad”</p>
<p>Word Comprehension L60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects</p>	<p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide pp. 59-60 - Make Carrot Soup Teacher’s Guide p. 81 - Make an Art Collage Teacher’s Guide pp. 133-134 - Where We Live Teacher’s Guide pp. 143-144 - Vehicles and Buildings</p>
<p>Language Comprehension L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)</p>	<p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide pp. 207-208 - “One Rice Thousand Gold” Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and Water Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 537 - Seeds</p>

Strand B: Early learning experiences will support children to use language (expressive language).

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Vocabulary L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</p>	<p>Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 498 - Sequence <i>A Tale of Two Little Engines</i> Teacher’s Guide p. 540 - Miss MacDonald</p>
<p>Vocabulary L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)</p>	<p>Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 492 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 420 - Dinosaur Names Teacher’s Guide p. 422 - <i>Dinosaurs</i> Vocabulary</p>

	<p>Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher's Guide p. 562 - Introduce the Butterfly Cycle</p>
<p>Expression of Ideas, Feelings and Needs</p> <p>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language</p> <p>Teacher's Guide p. 61 - Warm Up Your Brain</p> <p>Teacher's Guide p. 119 - Warm Up Your Brain</p> <p>Teacher's Guide p. 218 - Order and Compare Short to Tall</p> <p>Teacher's Guide p. 236 - Small, Medium, Large</p> <p>Teacher's Guide p. 255 - Construction Center</p> <p>Teacher's Guide p. 335 - Follow Directional Words</p> <p>Teacher's Guide p. 361 - Compare Small, Medium, and Large</p>
<p>Language Structure</p> <p>L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/ or alternative grammar usage in home or community</p>	<p>Teacher's Guide p. 111 - My Family</p> <p>Teacher's Guide p. 351 - Create a Class Farm Book</p> <p>Teacher's Guide p. 376 - Draw Animals in Their Habitats</p> <p>Teacher's Guide p. 496 - Introduce Trains</p> <p>Teacher's Guide p. 501 - Class Travel Journal</p> <p>Teacher's Guide p. 545 - Write About Grass Plants</p>
<p>Language Structure</p> <p>L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</p>	<p>Teacher's Guide pp. 59-60 - Make Carrot Soup</p> <p>Teacher's Guide pp. 269-270 - Weather Riddles</p> <p>Teacher's Guide p. 288 - Hibernation</p> <p>Teacher's Guide p. 306 - <i>Reach for the Stars</i></p> <p>Teacher's Guide p. 307 - The Stars</p>

Strand C: Early learning experiences will support children to use language for social interaction.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Conventions of Conversation</p> <p>L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions</p>	<p>Teacher's Guide p. 119 - Sharing Family Pictures</p> <p>Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher's Guide p. 304 - The Solar System</p> <p>Teacher's Guide p. 313 - Pre-K Book Club</p> <p>Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i></p>
<p>Language for Interaction</p> <p>L.60.10 Use language to share ideas and gain information</p>	<p>Teacher's Guide p. 409 - Teacher's Literature Choice: The Ocean</p> <p>Teacher's Guide p. 419 - Dinosaur Dance</p> <p>Teacher's Guide p. 427 - Write a Class Story</p> <p>Teacher's Guide p. 432 - Dinosaur Book Vote</p> <p>Teacher's Guide p. 453 - What Happens After</p>

Strand D: Early learning experiences will support children to gain book appreciation and knowledge.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Interest and Engagement with Books L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</p>	<p>Teacher’s Guide p. 368 - Library Center Teacher’s Guide p. 440 - Library Center Teacher’s Guide p. 464 - Library Center Teacher’s Guide p. 486 - Computer Center Teacher’s Guide p. 512 - Library Center</p>
<p>Understanding of Stories or Information L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</p>	<p>Teacher Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters Teacher Guide p. 150 - Library Center Teacher’s Guide pp. 187-188 - What Would You Do? Teacher Guide p. 235 -Sequence <i>Goldilocks and the Three Bears</i> Teacher Guide p. 289 - Read <i>How the Turtle Cracked its Shell</i> Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i> Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i></p>
<p>Understanding of Stories or Information L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p>	<p>Teacher’s Guide p. 38 - Gingerbread Boy Characters Teacher’s Guide p. 64 - “Mr. Bunny’s Carrot Soup: Characters Teacher’s Guide pp. 80 - 81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 337 - <i>The Frog Prince</i> Characters</p>
<p>Understanding of Stories or Information L.60.14 Use connections between self and character, experience and emotions to increase comprehension</p>	<p>Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 212-213 - Let’s Stay Healthy: Germs Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 419 - Create Dinosaur Footprints</p>

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Book Concepts L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)</p>	<p>Teacher’s Guide p. 10 - Teacher’s Literature Choice: First Day of School Teacher’s Guide p. 76 - Library Center Teacher’s Guide p. 139 - Teacher’s Literature Choice: Neighborhood or Community</p>

	<p>Teacher's Guide p. 277 - Library Center Teacher's Guide p. 557 - Library Center</p>
<p>Book Concepts L.60.16 Know that books have titles, authors, illustrators or photographers</p>	<p>Teacher's Guide p. 10 - Teacher's Literature Choice: First Day of School Teacher's Guide pp. 55-56 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 170 - Teacher's Literature Choice: Community Helpers Teacher's Guide p. 306 - <i>Reach for the Stars</i></p>
<p>Book Concepts L.60.17 Recognize words as a unit of print and that letters are grouped to form words</p>	<p>Teacher's Guide pp. 106-107 - Introduce /b/ Teacher's Guide pp. 213-214 - List <i>Aa</i> Words, ASL, <i>Aa</i> Teacher's Guide pp. 238-239 - List <i>Pp</i> Words, ASL <i>Pp</i> Teacher's Guide p. 264 - List <i>Ll</i> Words, ASL <i>Ll</i> Teacher's Guide p. 286 - List <i>Rr</i> Words, ASL <i>Rr</i> Teacher's Guide p. 308 - List <i>Cc</i> Words, ASL <i>Cc</i> Teacher's Guide p. 334 - Phonemic Awareness: Blend CVC Teacher's Guide p. 356 - Phonemic Awareness: Blending CVC Teacher's Guide p. 378 - Phonological Awareness: Blend Phonemes Teacher's Guide p. 447 - Building Words Teacher's Guide p. 451 - Phonemic Awareness: Blending Consonant/Vowel/Consonant</p>
<p>Print Concepts L.60.18 Identify some familiar printed words out of context</p>	<p>Teacher's Guide p. 8 - Gathering Teacher's Guide p. 77 - Writing Center Teacher's Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i> Teacher's Guide pp. 82-82 - Introduce <i>Yellow</i> and <i>Green</i> Teacher's Guide p. 127 - Construction Center Teacher's Guide pp. 140-141 - Safety Signs</p>
<p>Print Concepts L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text</p>	<p>Teacher's Guide p. 126 - Library Center Teacher's Guide p. 151 - Writing Center Teacher's Guide p. 159 - Introduce <i>Nn</i> Teacher's Guide pp. 162-163 - List <i>Nn</i> Words, ASL <i>Nn</i> Teacher's Guide p. 190 - List <i>Ss</i> Words, ASL <i>Ss</i></p>
<p>Letter Recognition L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</p>	<p>Teacher's Guide p. 354 - Match Upper and Lowercase Letters Teacher's Guide p. 457 - Review Letters and Sounds Teacher's Guide p. 480 - Review Letters and ASL Sounds Teacher's Guide p. 572 - Match Alphabet Letters Teacher's Guide p. 588 - Identify Upper and Lowercase Letters Teacher's Guide pp. 592-593 - Alphabet Hunt</p>

<p>Letter Recognition L.60.21 Make some letter-sound connections</p>	<p>Teacher's Guide pp. 206-207 - Introduce /a/ Teacher's Guide pp. 230-231 - Introduce /p/ Teacher's Guide pp. 238-239 - List <i>Pp</i> Words, ASL <i>Pp</i> Teacher's Guide p. 258 - Introduce /l/ Teacher's Guide p. 264 - List <i>Ll</i> Words, ASL <i>Ll</i> Teacher's Guide pp. 280-281 - Introduce /r/</p>
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Strand F: Early learning experiences will support children to develop phonological awareness.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Letter Recognition L.60.22 Produce rhyming words or words that have same initial sound</p>	<p>Teacher's Guide pp. 113-114 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher's Guide p. 120 - Rhyming Words Teacher's Guide p. 138 - List <i>Tt</i> Words, ASL <i>Tt</i> Teacher's Guide p. 182 - Rhyming Words Teacher's Guide p. 190 -- List <i>Ss</i> Words, ASL <i>Ss</i> Teacher's Guide p. 219 - Rhyming Words Teacher's Guide p. 230 - Rhyming Words Teacher's Guide p. 258 - Rhyming Words Teacher's Guide p. 286 - List <i>Rr</i> Words, ASL <i>Rr</i> Teacher's Guide p. 407 - Rhyming Words: "Down By the Bay"</p>
<p>Letter Recognition L.60.23 Recognize which words in a set of words begin with the same sound</p>	<p>Teacher's Guide pp. 154-155 - Introduce /n/ Teacher's Guide p. 166 - Phonological Awareness: Discriminating /n/ Teacher's Guide pp. 182-183 - Introduce /s/ Teacher's Guide p. 350 - Introduce /m/ Teacher's Guide p. 372 - Introduce /t/</p>
<p>Letter Recognition L.60.24 Distinguish syllables in words</p>	<p>Teacher's Guide p. 89 - Gathering Teacher's Guide p. 92 - Gathering Teacher's Guide p. 115 - Phonological Awareness: Blend Syllables Teacher's Guide p. 141 - Phonological Awareness: Blend Syllables Teacher's Guide p. 328 - Phonological Awareness: Blending Syllables Teacher's Guide p. 336 - Phonological Awareness: Syllables in Words</p>

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Drawing and Writing L.60.25 Draw original stories with a beginning, middle and end</p>	<p>Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 441 - Writing Center</p>

	Teacher's Guide p. 501 - Class Travel Journal Teacher's Guide p. 564 - Creative Writing
Drawing and Writing L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 111 - My Family Teacher's Guide p. 151 - Writing Center Teacher's Guide p. 160 - What I Want to Be

Creative Arts

Strand A: Early learning experiences will support children to engage in and enjoy the arts.

Connecticut Standards	Starfall Pre K 4 Alignment
Music CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)	Teacher's Guide p. 92 - "Where Are the Colors?" Teacher's Guide p. 185 - Warm Up Your Brain Teacher's Guide p. 189 - <i>Yonder in the Pair Pair Patch</i> Teacher's Guide p. 378 - List <i>Ff</i> Words, ASL <i>Ff</i> Teacher's Guide p. 407 - Rhyming Words: "Down By the Bay"
Music CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p. 39 - Rain Sticks Teacher's Guide Seasonal Holidays p. 50 - Maracas Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide p. 82 - Gathering
Music CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)	Teacher's Guide Seasonal Holidays p.19 - Turkey Pokey Teacher's Guide Seasonal Holidays p. 19 - <i>If You're Thankful and You Know It</i> Teacher's Guide p. 185 - Warm Up Your Brain, <i>Parts of My Body</i> Teacher's Guide p. 359 - <i>Animals at the Farm</i> Teacher's Guide p. 407 - Down by the Bay
Music CA.60.4 Create music using their voices and/or a variety of instruments and materials	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin Teacher's Guide Seasonal Holidays p. 34 - African Drum Teacher's Guide Seasonal Holidays p. 39 - Rain Sticks Teacher's Guide Seasonal Holidays p. 50 - Maracas
Visual Arts	Teacher's Guide p. 41 - Decorate Gingerbread Boy

<p>CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts</p>	<p>Teacher's Guide p. 50 - Art Center Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 403 - Create an Octopus Teacher's Guide p. 414- Art Center</p>
<p>Drama CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)</p>	<p>Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 353 - Dramatize "The Little Rooster" Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show</p>
<p>Drama CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play</p>	<p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 325 - Dramatic Play Center Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 415 - Dramatic Play Center Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 499 - A Plane Ride</p>
<p>Dance CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p. 51 - <i>Mexican Hat Dance</i> Teacher's Guide p. 14 - Emotions: <i>Happy</i> Teacher's Guide p. 286-287 - Introduce Autumn Teacher's Guide p. 419 - Dinosaur Dance <i>Starfall.com</i> - It's Fun to Read: Music <i>Starfall.com</i> - Motion Songs <i>Starfall.com</i> - Historical Folk Songs</p>

Strand B: Early learning experiences will support children to explore and respond to creative works.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Appreciation of the Arts A.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)</p>	<p>Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 254 - Art Center Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 303 - Create Nighttime Chalk Drawings Teacher's Guide p. 368 - Art Center Teacher's Guide p. 414 - Art Center <i>Starfall.com</i> - It's Fun to Read: Art Gallery: Vincent van Gogh</p>

	<p>Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall</p>
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Mathematics

Strand A: Early learning experiences will support children to understand counting and cardinality.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Number Names M.60.1 Say or sign the number sequence up to at least 20</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting Teacher's Guide Seasonal Holidays p. 27 - Marshmallow Math Teacher's Guide p. 12 - Gathering Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 326 - Math Center Teacher's Guide p. 514 - Math Center Teacher's Guide p. 536 - Math Center Starfall.com - Math Songs: Five Little Speckled Frogs Starfall.com - Math Songs: Ten Little Kittens Starfall.com - Math: Numbers - Spaceship</p>
<p>Cardinality M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set</p>	<p>Teacher's Guide pp. 38-39 - One-to-One Correspondence Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 180 - Math Center Teacher's Guide p. 191 - Two Make a Pair Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 416 - Math Center</p>
<p>Cardinality M.60.3 Count out a set of objects up to five</p>	<p>Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 42 - Gathering Teacher's Guide p. 112 - Warm Up Your Brain Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 279 - Gathering Teacher's Guide p. 328 - <i>The Frog Prince</i> - "Five Speckled Frogs"</p>
<p>Written Numerals M.60.4 Recognize written numerals up to at least 10</p>	<p>Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 180 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 208 - Solve Story Problems</p>

	<p>Teacher's Guide p. 377 - Estimate Frog Hops Teacher's Guide p. 392 - Math Center</p>
<p>Recognition of Quantity M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items</p>	<p>Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 128 - Math Center Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problem Equations Teacher's Guide p. 528 - Learn About Pennies and Nickels <i>Starfall.com</i> - Math: Numbers 1-3</p>
<p>Comparison M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same</p>	<p>Teacher's Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 491 - Train Game Teacher's Guide p. 581 - Graph Favorite Learning Centers</p>

Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Number Operations M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five</p>	<p>Teacher's Guide p. 208 - Solving Story Problems Teacher's Guide p. 380 - Count Wild Animals Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 524 - Solve Story Problem Equations <i>Starfall.com</i>- Math: Add and Subtract <i>Starfall.com</i> - Math Songs</p>
<p>Number Operations M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)</p>	<p>Teacher's Guide p. 104 - Math Center Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problem Equations Teacher's Guide p. 580 - Math Center <i>Starfall.com</i>: Addition</p>

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Measurement M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)</p>	<p>Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Math Teacher’s Guide p. 217 - How Tall Are You? Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 491 - Train Game <i>Starfall.com:</i> Math: Geometry and Measurement: Measurement: “Shoes” <i>Starfall.com:</i> Math: Geometry and Measurement: Measurement: “Trains”</p>
<p>Measurement M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools</p>	<p>Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Math Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 419 - Create Dinosaur Footprints Teacher’s Guide p. 450 - Measure Height Teacher’s Guide p. 491 - Train Game</p>
<p>Data M. 60.11 Represent data using a concrete object or picture graph according to one attribute</p>	<p>Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher’s Guide p. 36 - Analyze the Spice Graph Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 181 - Gathering (Forecast the Weather) Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 549 - Graph Favorite Fruits & Vegetables</p>
<p>Sorting and Classifying M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute</p>	<p>Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide p. 43- Classify Letters, Shapes, and Numbers Teacher’s Guide p. 77- Math Center Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 218 - Order and Compare Short</p>

	<p>to Tall</p> <p>Teacher's Guide p. 236 - Small, Medium, Large</p> <p>Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher's Guide p. 446 - Heavy or Light?</p> <p>Teacher's Guide p. 514 - Math Center</p> <p>Teacher's Guide p. 523 - Compare Sizes</p> <p>Starfall.com: Math: Geometry and Measurement Activities</p>
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Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Spatial Relationships</p> <p>M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language</p> <p>Teacher's Guide p. 18 - Warm Up Your Brain</p> <p>Teacher's Guide p. 47 - Outside Activity "Simon Says"</p> <p>Teacher's Guide p. 123 - Outside Activity - "Red Light, Green Light"</p> <p>Teacher's Guide p. 129 - Warm Up Your Brain</p> <p>Teacher's Guide p. 335 - Follow Directional Words</p> <p>Teacher's Guide p. 365 - Outside Activity "Run, Hop, Slither"</p> <p>Teacher's Guide p. 442 - Math Center</p> <p>Teacher's Guide p. 467 - Warm Up Your Brain</p> <p>Teacher's Guide p. 492 - "I've Been Working on the Railroad"</p> <p>Teacher's Guide p. 502 - Shape Game</p> <p>Teacher's Guide p. 549 - Warm Up Your Brain</p> <p>Starfall.com: Math: Geometry: 3D Space</p>
<p>Identification of Shapes</p> <p>M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size</p>	<p>Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math</p> <p>Teacher's Guide p. 77 - Discovery Center</p> <p>Teacher's Guide p. 77 - Construction Center</p> <p>Teacher's Guide p. 311 - 3-D Geometric Shapes</p> <p>Teacher's Guide p. 487 - Construction Center</p> <p>Teacher's Guide p. 495 - 3 Dimensional Shapes</p> <p>Teacher's Guide p. 542 - Play Dough Shapes</p> <p>Teacher's Guide p. 590 - Review Shapes</p>
<p>Composition of Shapes</p> <p>M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose</p>	<p>Teacher's Guide p. 77 - Discovery Center</p> <p>Teacher's Guide p. 77 - Construction Center</p> <p>Teacher's Guide p. 108 - Design a House</p> <p>Teacher's Guide p. 156 - Create Fire Trucks</p> <p>Teacher's Guide p. 495 - 3 Dimensional Shapes</p> <p>Starfall.com - Math: Geometry & Measurement - Puzzles</p>

Science

Strand A: Early learning experiences will support children to apply scientific practices.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Questioning and Defining Problems S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)</p>	<p>Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 255 - Construction Center Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 488 - Discovery Center</p>
<p>Investigating S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships</p>	<p>Teacher’s Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints Teacher’s Guide Seasonal Holidays p. 15 - Slime Teacher’s Guide Seasonal Holidays p. 23 - Ice melting Chart Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic: What keeps them warm? Teacher’s Guide Seasonal Holidays p. 40 - Worm Home Teacher’s Guide Seasonal Holidays p. 42 - St. Patrick’s Day Mixing Color Activities Teacher’s Guide p. 251 - Outside Activity Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide pp. 263-264 - Weather: Cause and Effect</p>
<p>Investigating S.60.3 Gather data by drawing, counting or otherwise documenting observations</p>	<p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide pp. 174 -197 - Your Five Senses Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 476 - Estimate Rolling Speed</p>
<p>Using Evidence S.60.4 Give evidence from observations or investigations</p>	<p>Teacher’s Guide p. 129 - Gathering Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide Teacher’s Guide p. 476 - Estimate Rolling Speed</p>
<p>Using Evidence S.60.5 Begin to distinguish evidence from opinion</p>	<p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart</p>

	<p>Teacher's Guide p. 278 - Discovery Center Teacher's Guide pp. 279 - Day and Night Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 488 - Discovery Center</p>
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Strand B: Early learning experiences will support children to engage in the process of engineering.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Design Cycle S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements</p>	<p>Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 465 - Construction Center Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 487 - Construction Center</p>

Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Unity and Diversity of Life S.60.7 Group and classify living things based upon features, providing evidence to support groupings</p>	<p>Teacher's Guide p. 327 - Pets Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 401 - Introduce <i>Ocean Animals</i> Teacher's Guide p. 525 - Morning Meeting: Determine Living and Nonliving</p>
<p>Unity and Diversity of Life S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)</p>	<p>Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 567 - Create the Butterfly Life Cycle</p>
<p>Living Things and Their Interactions with the Environment and Each Other S.60.9 Provide examples of how animals depend on plants and other animals for food</p>	<p>Teacher's Guide pp. 320-432 - Unit 5: Animals Everywhere Teacher's Guide p. 393 - Introduce Birds Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 402 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide pp. 508-573 - Unit 7: <i>Your Environment</i></p>

Strand D: Early learning experiences will support children to understand physical sciences.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Energy, Force and Motion S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Leaf Blowing Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 478 - Make Bulldozer Paintings</p>
<p>Energy, Force and Motion S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction</p>	<p>Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 478 - Make Bulldozer Paintings</p>
<p>Matter and its Properties S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties</p>	<p>Teacher's Guide Seasonal Holidays p. 40 - Worm Home Teacher's Guide p. 326 - Discovery Center Teacher's Guide p. 348 - Discovery Center Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 488 - Discovery Center</p>
<p>Matter and its Properties S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)</p>	<p>Teacher's Guide Seasonal Holidays p. 13 - Applesauce Teacher's Guide Seasonal Holidays p. 38 - Evaporation Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide Seasonal Holidays p. 23 - Animals in the Arctic Teacher's Guide Seasonal Holidays p. 40 - Solar Oven</p>

Strand E: Early learning experiences will support children to understand features of earth.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Earth's Features and the Effects of Weather and Water S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)</p>	<p>Teacher's Guide p. 15 - Introduce the Weather Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 262 - Make Weather Plates Teacher's Guide p. 263 - Weather: Cause and Effect Teacher's Guide p. 268 - Introduce: <i>Thermometers</i> Teacher's Guide p. 269 - Weather Riddles Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide - Gathering (daily)</p>
<p>Earth and Human Activity S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause</p>	<p>Teacher's Guide Seasonal Holidays p. 46 - Pollution Pond Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities Teacher's Guide p. 227 - Dramatic Play Center</p>

erosion.)	<p>(reusable shopping bags/recycled materials used throughout curriculum in centers and lessons) Teacher's Guide p. 512, 513 - Art Center (recycled magazines), Construction Center (recycled magazine pictures) <i>Starfall.com</i> - Earth Icon: Every Day is Earth Day <i>Starfall.com</i> - "I'm Reading" Fiction: "It's Earth Day, Dear Dragon" <i>Starfall.com</i> - Backpack Bear's Books - "The Bottle in the River"</p>
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Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

Strand A: Early Learning experiences will support children to understand self, family and a diverse community.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Individual Development and Identity SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families</p>	<p>Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 129-130 - Introduce Neighbors and Community</p>
<p>Culture SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)</p>	<p>Teacher's Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher's Guide Seasonal Holidays pp. 33-36 - Black History Month Teacher's Guide Seasonal Holidays pp. 42-44 - St. Patrick's Day Teacher's Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo Teacher's Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 203 - Library Center Teacher's Guide p. 207 - "One Rice Thousand Gold" <i>Starfall.com</i> - Talking Library: Ruby Bridges <i>Starfall.com</i> - It's Fun to Read: All About Me!</p>

Strand B: Early Learning experiences will support children to learn about people and the environment.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Power, Authority and Governance SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom</p>	<p>Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide p. 54 - Rules Teacher’s Guide pp. 112-113 - Helping Your Family Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car,</i> and <i>Wheels, Wheels, Wheels</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety,</i> and <i>Introduce Strangers</i> Teacher’s Guide p. 244 - Review Safety</p>
<p>People, Places and Environments SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling</p>	<p>Teacher’s Guide Seasonal Holidays p. 46 - Earth Day Teacher’s Guide p. 227 - Dramatic Play Center (reusable shopping bags/recycled materials used throughout curriculum in centers and lessons) Teacher’s Guide p. 512, 513 - Art Center (recycled magazines), Construction Center (recycled magazine pictures) Teacher’s Guide p. 535 - Dramatic Play <i>Starfall.com</i> - Holiday icon: “Every Day is Earth Day” <i>Starfall.com</i> - I’m Reading: Nonfiction, “It’s Earth Day, Dear Dragon”</p>
<p>People, Places and Environments SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)</p>	<p>Teacher’s Guide pp. 4-93 Weeks 1-4 <i>Off to School</i> Teacher’s Guide p. 9 - Learning Centers Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide pp. 98-170 - Weeks 5-7 <i>Your Home and Your Neighborhood</i> Teacher’s Guide p. 133 - Where We Live Teacher’s Guide p. 237 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> <i>Starfall.com</i> - Backpack Bear’s Books: <i>At the House</i></p>
<p>Civic Ideals and Practices SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)</p>	<p>Teacher’s Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher’s Guide pp. 320-432 - Unit 5: Animals Everywhere Teacher’s Guide pp. 508-593 - Unit 7: Growing <i>Starfall.com</i> - Earth Icon: Every Day is Earth Day <i>Starfall.com</i> - “I’m Reading” Fiction: “It’s Earth Day, Dear Dragon” <i>Starfall.com</i> - Backpack Bear’s Books - “The Bottle in the River”</p>

Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Individuals, Groups and Institutions SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers</p>	<p>Teacher’s Guide pp. 155-156 - A Day in the Life of a Firefighter Teacher’s Guide p. 165 - Partner Sharing: Community Helpers Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 492 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 499 - A Plane Ride</p>
<p>Production, Distribution and Consumption SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs</p>	<p>Teacher’s Guide Seasonal Holidays p. 51 - Products From Mexico Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 143 - Vehicles and Buildings Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 325 - Dramatic Play Center Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p>
<p>Science, Technology and Society SS.60.9 Begin to be aware of technology and how it affects life</p>	<p>Teacher’s Guide p. 102 - Library Center Teacher’s Guide p. 102 - Computer Center Teacher’s Guide pp 137-138 - “The Wheels on the Bus” Teacher’s Guide p. 156 - Create Fire Trucks Teacher’s Guide pp.157-158 - Dialing 9-1-1 Teacher’s Guide p. 178 - Library Center Teacher’s Guide p. 202 - Computer Center Teacher’s Guide p. 208 - Introduce <i>Thermometers</i> Teacher’s Guide p. 226 - Computer Center Teacher’s Guide p. 276 - Computer Center Teacher’s Guide p. 470 - Introduce Machines</p>

Strand D: Early Learning experiences will support children to understand change over time.

Connecticut Standards	Starfall Pre K 4 Alignment
<p>Time, Continuity and Change SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one’s self, family and community</p>	<p>Teacher’s Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher’s Guide p. 327 - Pets Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 496 - Introduce Trains Teacher’s Guide p. 501 - Class Travel Journal Teacher’s Guide - Gathering (daily)</p>
<p>Time, Continuity and Change SS.60.11 Demonstrate a beginning understanding of change over time through</p>	<p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide pp. 105-106 - Introduce Grandmother</p>

<p>discussing, representing or playing, about expanding topics such as their own growth and family history</p>	<p>Teacher's Guide p. 111 - My Family Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 561 - Teacher's Literature Choice: growing Up Teacher's Guide p. 568 - Look What We've Learned! Teacher's Guide p. 586 - Look At Us Now!</p>
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*The standards in this document were copied directly from the *Connecticut Early Learning and Development Standards*.

Publisher's Note: The citations included in this alignment represent a sampling of Starfall Pre K 4 Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the *Read Me First* section of the Teacher's Guide.